

TENNESSEE
WORKFORCE INVESTMENT SYSTEM

State Plan For The
Vocational Rehabilitation Services Program

Title I – Part B

Title VI – Part B

Fiscal Year 2014

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DIVISION OF REHABILITATION SERVICES
TITLE 1, STATE PLAN AND ITS TITLE VI, PART B SUPPLEMENT FOR THE
SUPPORTED EMPLOYMENT PROGRAM FOR
FISCAL YEAR 2014

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Attachment 4.2(c) Input of State Rehabilitation Council

This information is required to be published annually by all agencies except those agencies that are independent consumer-controlled commissions.

PURPOSE:

To identify the input provided by the state rehabilitation council, including recommendations from the council's annual report, the review and analysis of consumer satisfaction, and other council reports. Be sure to also include:

1. The Designated state unit's response to the input and recommendations; and
2. Explanations for the designated state unit's rejection of any input or recommendation of the council.

The State Rehabilitation Council (SRC) is established in Section 105 of the Rehabilitation Act of 1973, as amended (Act), and 34 CFR §361.16.17 of its implementing regulations. The SRC gives advice to and works in partnership with the Division of Rehabilitation Services (referred to as “the Division” throughout this report) including input on the state plan. The following represent the comments and input of the State Rehabilitation Council with respect to the FY 2014 state plan.

- I. The SRC commends Assistant Commissioner Cherrell Campbell-Street for her ongoing commitment to providing an open system of communication with the SRC. The SRC commends the Division for opening Priority Category 02 during FY 2013. The SRC recommends the Division consider evaluating and making recommendations on opening Priority Categories 03 & 04 for FY 2014.

RESPONSE: The Division is reviewing the effect of opening Priority Category 2 on the budget. In addition, the Division is estimating the number of referrals that may happen with the opening of all priority categories. The Division must ensure that there is capacity to serve all individuals not only in budget but in personnel.

- II. The SRC recommends the Division hire a new position for a Director of Deaf and Hard of Hearing Services. The SRC feels that Deaf and Hard of Hearing Services and Blind and Visually Impaired Services should not be combined into one department. Each of these services is unique and need separate Directors to oversee their services.

RESPONSE: The Division continues to research the structure and organization of Services for the Deaf and Hard of Hearing. The Division agrees that these services are unique and need separate supervision in order to best meet the needs of our consumers.

- III. In order for the SRC to make informed decisions and collaborate with the Division on the State VR program, the SRC recommends the Division continue to improve the process of providing the reports defined in 34 CFR Section 361.16(a)(2)(iv) to the SRC with adequate time to review and provide input/feedback before the reports are submitted to RSA.

RESPONSE: The Division will continue its efforts to work with the SRC to meet both internal and external deadlines. The Division would like to express its appreciation to the council for providing feedback and hopes it too will be mindful of providing information to the Division in a timely manner.

- IV. The SRC commends the Division in facilitating the full participation between the Division and SRC in writing the State Plan for FY 14. The SRC commends the Division for collaborating with the SRC in implementing the new 2-day training to begin the process of writing the State Plan. SRC commends the new Assistant Commissioner for coordinating this effort and placing importance and value on SRC involvement. The SRC commends the Division on conducting the Public Hearings at neutral sites, providing adequate publicizing/notification of Public Hearings, and being prepared to answer questions from the public.

RESPONSE: The Division believes the involvement of the SRC is critical and necessary to the successful development of the State Plan. The Division will continue to schedule Public Hearings in accordance with RSA guidelines.

- V. To further enhance the congressional mandate for the SRC to assist and participate in setting goals and priorities with the Division, the SRC commends the Division in implementing a collaborative effort with the SRC in conducting focus groups and providing input to the needs assessment.

RESPONSE: The Division plans to use the information received from the focus group sessions in the development of the needs assessment process.

- VI. The SRC understands the Division has an interagency agreement with the Department of Education to provide services to transition aged students with disabilities to assist them in making the transition from school to work. The SRC recommends that the Division implement a procedure to develop a student's IPE shortly after priority category determination to provide career exploration and job placement services earlier in the student's high school career. We appreciate the new Administration's willingness to consider writing IPE's earlier and providing work experiences to transition aged youth. The SRC commends the new Administration's goal to provide a TSW Counselor in every county in the State of TN.

RESPONSE: The Division is currently re-assessing the current structure of the transitional services being provided to our consumers under this arrangement. This re-assessment includes types of services, delivery of services, IPE timeline and the provision of appropriate work experiences for our consumers.

- VII. The SRC commends the Division for providing all proposed changes to the VR policy manual and Procedural Directives to the SRC, before the manual is modified. This

allowed the SRC to review and provide input and feedback on all policy manual changes before they become official.

RESPONSE: The Division will continue to involve the SRC in review and consultation of VR policies, as appropriate, prior to making the changes official.

- VIII. The SRC commends the Division on striving to meet the CSPD requirements making a Masters Degree in Rehabilitation mandatory for all counselors. The SRC recommends the Division develop incentives and provide comparable salaries once the counselor receives their Masters degree to encourage counselor retention.

RESPONSE: The Division is researching and gathering information to assess the salaries of ALL positions within the VR program and compare them to those of other states. By doing so, the Division will be able to make a recommendation to the Department for consideration.

- IX. The SRC commends the Division on reevaluating and streamlining contracts, which will include performance measures, with service providers. The SRC believes that the implementation of performance measures will provide ample information to the Division about its job placement vendors, which in turn will provide DRS with the information needed to implement changes to insure successful closures. The SRC commends the Division on the goal to increase successful closures by 10% annually. The SRC will remain vigilant to monitor successful closures and to work with the Division to provide specific strategies to accomplish this.

RESPONSE: The Division included the RSA performance measures in all contracts in order to provide clarity to our services providers on the importance of these measures and how they impact the continuation of our funding. The development process is still being reviewed by the department's legal counsel.

- X. The SRC commends the Division for eliminating the “minimum 15 hour rule” for college students. Each Individualized Plan for Employment (IPE) should be vocational

driven and should be the focal point when addressing the minimum number of hours required for each college student.

RESPONSE: The Division made a policy change that defines full-time student status as the number of hours considered full time by the participating college/university.

- XI. Students can qualify for all other financial aid including the lottery scholarship by taking only 12 academic hours. The Division's policy should be more in line with other funding sources. VR certainly can assist with post secondary education through financial support. The Division is looking at other states and how they handle post secondary education and provide services. In some states they just say okay after FAFSA and this is the maximum state amount for Tennessee. The difference is as much as VR pays. VR has about forty states that we are actually looking at in trying to identify what policy would be best for Tennessee and what will work.

RESPONSE: The Division is currently re-assessing the policy related to post-secondary financial support. The SRC will be consulted and updated during this re-assessment process.

- XII. The SRC recommends that the Division provide additional staff training on self-employment services for VR clients and encourage their staff to work with VR clients who strive to become self-employed. The SRC believes that self-employment is a viable alternative for individuals who have difficulty functioning in a traditional workplace.

RESPONSE: The Division is reviewing the current self-employment policies. The Division is planning on providing self-employment training to all staff.

Attachment 4.7(b)(3) Request for Waiver of Statewideness

PURPOSE:

Identify the types of services to be provided by the program for which the waiver of statewideness is requested.

The waiver request should also include:

1. A written assurance from the local public agency that it will make available to the designated state unit the non-federal share of funds;
2. A written assurance that designated state unit approval will be obtained for each proposed service before it is put into effect;
3. A written assurance that all state plan requirements will apply to all services approved under the waiver.

The Division requests a waiver of statewideness in order to maintain twenty-one Third Party Agreements with local education agencies (LEAs). These Third Party Agreements are designed to provide enhanced and concentrated services to Transition School to Work students/clients covered by the agreements. The Division has a contract with each entity that is consistent with Federal regulations (34 CFR § 361.26) and includes the following provisions:

1. The vocational rehabilitation services to be provided are identified in Section A. Scope of Services in each contract (Each contract has been submitted separately to RSA to provide the written assurances requested for this attachment);
2. The LEA assures that non-Federal funds are made available to the Division by committing to their maintenance of effort in Section E.13 of the contract;
3. The LEA assures that the Division's approval is required before services are provided with the Division's counselor determining eligibility for each client served;
4. The LEA assures, through the Division's vocational rehabilitation counselors, that all other state plan requirements, including the Order of Selection policy, are applied to persons receiving services through the agreement; and
5. The LEA assures that reasonable accommodations will be provided.

A list of the LEA contracts is provided below:

Anderson County Schools
Bledsoe County Schools
Blount County Schools
Carter County Schools and Johnson County Schools
Clarksville Montgomery County Schools
Cocke County Schools
Elizabethton City Schools
Greene County Schools and Greeneville City Schools
Hamblen County Schools
Henderson County Schools
Humboldt City Schools, Trenton Special School District, Milan Special School District
Jackson-Madison County Schools
Knox County Schools
McMinn County Schools
Putnam County Schools
Robertson County School
Sequatchie County Schools
Sevier County Schools
Union County Schools
Washington County Schools

While the Division provides transition services to all LEAs throughout the state, these transition contracts enable the provision of an expanded and more intense transition service to students/clients resulting from the inclusion of job coaches, case manager assistants, and clerical staff that would not otherwise be available to work with the vocational rehabilitation clients. These contracts enable the Division to have a greater presence within the schools and act as a stronger resource to the LEAs in the provision of transition services. The Division will continue to make efforts to increase the number of LEA Third Party Agreements. It is anticipated that

with the opening of Priority Category 2 in September 30, 2012, the likelihood of serving more students will allow for additional LEA Third Party Agreements.

Attachment 4.8(b) (1) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Investment System

PURPOSE:

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce investment system with respect to:

1. Federal, state, and local agencies and programs;
2. If applicable, Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture; and
3. If applicable, state use contracting programs.

The Division has interagency cooperation, collaboration, and coordination with other state and local entities that are not components of the Statewide Workforce Investment System.

The Division works in cooperation with the following Federal, state, and local agencies and programs to provide services for individuals with significant disabilities:

1. The Department of Children's Services for youth;
2. The Department of Health in providing services to individuals with traumatic brain injury (TBI);
3. Post-secondary school systems and their governing bodies;
4. The Department of Education and Local Education Agencies for individual who are transitioning from school to work.
5. The Department of Corrections for individuals released from state correctional facilities;
6. The Tennessee Board of Probation and Parole for individuals released from state correctional facilities and monitored by the Board.
7. Local city police, county sheriffs and judge's programs for individuals being released from jails or on probation or trial diversion;

8. The Department of Human Services Division of Adult and Family Services for individuals participating in services under the Temporary Assistance for Needy Families program;
9. The Department of Mental Health and Substance Abuse Services for individuals with mental illness and substance related disorders;
10. The Department of Intellectual and Developmental Disabilities for individuals with intellectual and developmental disabilities;
11. University of Tennessee, Center for Literacy, Education and Employment for marketing to businesses the services provided by the Division, to recruit businesses to hire the Division's clients and to provide staff training and development and consultation services for community supported employment service providers;
12. Tennessee AgrAbility program for professions in production agriculture. This is a cooperative effort of the University of Tennessee Agricultural Extension Service, Tennessee State University Cooperative Extension Program, and Easter Seals in Tennessee, Special Technology Access Center, East Tennessee Technology Access Center and other collaborative entities of the Division;
13. TennesseeWorks for employment partnerships and collaborative efforts to increase access to meaningful work and internet-based information.
14. Community Rehabilitation Agencies of Tennessee which administers the Tennessee State Use Program, directs government procurement toward organizations serving individuals with disabilities.
15. Tennessee's Alliance for Full Participation (AFP), an alliance of community and State organizations and agencies that works to enhance the employment of individuals with intellectual and developmental disabilities.
16. Council on Developmental Disabilities that promotes public policies to increase and support the inclusion of individuals with developmental disabilities in their communities and works with public and private groups across the State to find necessary supports for individuals with disabilities and their families, so that they may have equal access to public education, employment, housing, health care, and all other aspects of community life.

17. Tennessee Council for the Deaf and Hard of Hearing and Centers for the Deaf and Hard of Hearing and Deaf-Blind that operate in six communities and provide interpreter services consultation.
18. Tennessee Technology Access Programs that operate in five communities and provide assistive technology services and evaluations.
19. Tennessee Centers for Independent Living that operate in six local communities are operated primarily by persons with disabilities and provide a variety of independent living services.

Attachment 4.8(b) (2) Coordination with Education Officials

PURPOSE:

Describe the designated state unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of vocational rehabilitation (VR) services, including provisions for the development and approval of an Individualized Plan for Employment (IPE) before each student is determined eligible for VR services and leaves the school setting or, if the designated state unit is operating under an order of selection, before each eligible student that can be served under the order leaves the school setting. Provide information on the formal interagency agreement with the state educational agency with respect to:

1. Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;
2. Transition planning by personnel of the designated state agency and educational agency that facilitates the development and completion of their individualized education programs;
3. Roles and responsibilities, including financial responsibilities, reasonable accommodations, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services;
4. Procedures for outreach to and identification of students with disabilities who need transition services.

The Division maintains an ongoing interagency agreement with the Tennessee Department of Education, Tennessee Department of Children's Services, Tennessee Department of Finance and Administration, Bureau of TennCare, Department of Intellectual and Developmental Disabilities, Tennessee Department of Health, Tennessee Department of Mental Health and Substance Abuse Services and Tennessee Department of Corrections. The agreement, along with the Division's policy manual and Standard Procedures Directives, outlines the plans, policies and procedures for coordination with education officials to facilitate the participation of the Division staff in

transition planning and the referral of students with disabilities to the Division for a determination of eligibility for VR services.

When a student who is eligible based on the Individuals with Disabilities Education Act (IDEA) standards reaches the age of fourteen (14), the Individualized Education Program (IEP) team, as defined by 34 CFR § 300.344, formulates a statement of transition service needs as a component of the IEP. The Division's staff is invited and to the extent possible participates in these IEP meetings.

The Division has been under an Order of Selection since 2001. Under the current Order, the Division is able to provide direct services to those eligible individuals in Priority Category 1 and Priority Category 2. The Division was able to open Priority 2 effective September 30, 2012 which now allows for the provision of direct services to significantly more students with disabilities. The Division provides information and referral services to help all applicants find services through other agencies and entities.

If the IEP team determines that the student should be referred for VR services, the student and parent(s) should be present at the IEP team meeting when the referral is made. The Division's staff is required to inform the student and parents at the IEP meeting of the purpose of the vocational rehabilitation program, the application procedures, the eligibility requirements including the Order of Selection, and the potential scope of services that may be available. As soon as possible after referral, the Division takes an application from the student and determines eligibility as well as whether the student is in an open priority category. If the student is in an open priority category, the Division's staff assists in the formulation of the student's IEP and the student's vocational rehabilitation Individualized Plan for Employment as soon as it is determined that the student can benefit from services provided by the Division in preparation for exiting the school system and transitioning into training and/or employment. Services provided by the Division include summer employment, attending job fairs, community vocational adjustment training and pre-employment, college readiness and job readiness training.

The agencies involved in the interagency agreement cooperate in developing and coordinating services for youth with disabilities within each respective agency's legal authority. The ultimate goal of each agency participating in the agreement is to provide, or cause to be provided, a continuum of appropriate services leading to transition from school into employment. The agreement provides for:

1. Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services;
2. Consultation and technical assistance on providing reasonable accommodations;
3. Transition planning by personnel of the Division of Rehabilitation Services and the educational agency for students with disabilities that facilitates the development and completion of their individualized education programs under section 614(d) of the Individuals with Disabilities Education Act (IDEA) of 2004 (P.L. 108-446);
4. The roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining state lead agencies and qualified personnel responsible for transition services; and
5. Procedures for outreach to and identification of students with disabilities who need transition services.

A VR counselor is assigned to work with each local education agency (LEA) for the purposes of referrals, eligibility determination and the provision of services to eligible students. In twenty-one LEAs, the VR counselor is dedicated to the LEA under a contract with the LEA. VR counselors provide technical assistance to school personnel and LEAs to help them identify appropriate referrals for vocational rehabilitation services. The VR counselor also provides information and referral to students not eligible for VR services.

It is the Division's policy that the development and approval of the IPE for each student determined eligible for VR services occurs as soon as it is determined that the student can benefit from services provided by the Division. An IPE must be developed before the student leaves the school setting.

The interagency agreement identifies the financial responsibility of the Department of Education (DOE) to ensure that individuals who are IDEA eligible receive a free appropriate public education (FAPE) in the least restrictive environment. A free appropriate public education means regular and special education and related services which:

1. Are provided at public expense, under public supervision and direction, and without charge to the parent;
2. Meet the standards established by state law, including the requirements of IDEA Part B and the Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools, issued by DOE;
3. Include preschool, elementary school, and secondary school (including appropriate vocational, career or work experience education); and
4. Are provided in conformity with an IEP.

The interagency agreement relates the financial responsibility of the Division to ensure that individuals who are IDEA eligible and also meet the Division's eligibility requirements will receive VR Services. VR Services means any services necessary to determine eligibility and those services described in an IPE necessary to assist an individual with a disability in preparing for, securing, retaining, or regaining an employment outcome that is consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individual.

The LEA is responsible for the educational costs related to the provision of special education and related services for the individual attending school. The agreement states that if another public agency is obligated under federal or state law or assigned responsibility under state policy to provide or pay for any services that are considered special education or related services and are necessary for ensuring FAPE to students who are IDEA eligible, the public agency shall fulfill that obligation or responsibility, directly, through contract or by another arrangement. However, failure of that public agency to pay for that service does not relieve the LEA of its obligation to provide that service to an individual with a disability in a timely manner.

The Division is responsible for all costs necessary for eligibility determination and provision of services under an IPE. The Division must take into account comparable services and benefits [34 CFR § 361.53 (c)(1)], available under any other program that does not interrupt or delay the progress of the individual toward achieving the employment outcome identified in the IPE.

The Division's staff maintains a working relationship with special education supervisors, vocational education supervisors, directors, secondary school guidance counselors, and LEA administrators for the purpose of providing outreach for students with disabilities and technical assistance to school personnel to assist LEAs in preparing students with disabilities for career opportunities. The Division participates in in-service training programs for LEAs, as well as in statewide special education conferences for the purpose of providing information regarding VR services. The Division also participates in and organizes local community job fairs, job clubs, attends civic club/organization meetings to inform students and parents of the purpose of the VR program, the application procedures, the eligibility requirements, and the potential scope of services that may be available.

Other activities to identify students with physical or emotional disabilities who do not meet the criteria for special education services (commonly referred to as Section 504 services) include completion of student health survey forms coordinated with guidance counselors or general education teachers.

It is the Division's intent to develop relationships with LEA middle or junior high schools to provide consultation for students with disabilities who are about to enter high school.

The Division has a dedicated full-time state office position to serve as transition coordinator. This position serves as liaison with the State Department of Education and other partners in the interagency agreement to provide technical assistance and training related to vocational rehabilitation services. This position works with VR counselors and supervisory staff to improve access and services for students with disabilities. This position identifies, arranges for, or

provides training to the Division's counselors, educators, students with disabilities, and families in a variety of areas related to transition services.

The Division currently contracts with twenty-one LEAs as part of its transition initiative. The contracts provide for a VR counselor housed within the school district and case manager assistants, job coaches and/or secretaries to work under the administrative supervision of the LEA. All services provided under these contracts/agreements have a VR employment focus. All services provided under these contracts/agreements are in keeping with all state plan requirements to include our state's Order of Selection requirements. Services provided under these contracts/agreements are only available to applicants for, or recipients of, services of the Division. The Division will strive to increase the number of contracts with LEAs as allowed by the Division's and LEAs' funding availability.

Although the Division utilizes contracts with LEAs as part of its transition initiative, all decisions affecting eligibility for VR services, the nature and scope of available services, and the provision of these services remain the sole responsibility of the VR counselor employed by the Division. VR staff is responsible for determinations to close cases and for all allocations of expenditures for services.

Attachment 4.8(b)(4) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

PURPOSE:

Describe the efforts of the designated state agency to identify and make arrangements, including entering into cooperative agreements, with other state agencies and other appropriate entities in order to provide the following services to individuals with the most significant disabilities:

1. Supported employment services
2. Extended services and
3. Customized Employment

The Division has interagency arrangements and coordination with the following entities for the provision of supported employment services and extended services:

1. The Department of Intellectual and Developmental Disabilities for individuals with intellectual and developmental disabilities;
2. Tennessee Council on Developmental Disabilities for individuals with disabilities that began during the early developmental years;
3. The Department of Mental Health and Substance Abuse Services for individuals with mental illness and substance related disorders;
4. The Tennessee Employment Consortium, an independent association of community rehabilitation providers and state agencies developed jointly by the Division, the Department of Intellectual and Developmental Disabilities, and the Tennessee Council on Developmental Disabilities to provide a forum for all stakeholders to review and discuss state policies and share best practices;
5. University of Tennessee, Center for Literacy, Education and Employment to provide staff training and development and consultation services for community supported employment service providers; and
6. Tennessee Department of Labor and Workforce Development, to provide customized employment services through their system of Career Centers on behalf of VR clients and business and industry.

The Division has encouraged the establishment and development of Community Rehabilitation Providers (CRPs) to improve and expand services through Letters of Understanding. The Letter of Understanding (LOU) is an agreement between the Division and the CRP and in cooperation with the Department of Finance and Administration. The LOU describes the functions and responsibilities of the Division and the CRP as well as the scope of services and payment methodology agreed upon by both the Division and CRP in a joint effort of improving and expanding supported employment and extended services for individuals with disabilities. The Division currently has 76 LOUs for supported employment services.

Attachment 4.10 Comprehensive System of Personnel Development

Data System on Personnel and Personnel Development

PURPOSE:

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

1. The number of personnel who are employed by the state agency in the provision of vocational rehabilitation services in relation to the number of individuals served, broken down by personnel category;
2. The number of personnel currently needed by the state agency to provide vocational rehabilitation services, broken down by personnel category; and
3. Projections of the number of personnel, broken down by personnel category, who will be needed by the state agency to provide vocational rehabilitation services in the state in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

The Division received 7,258 new applications for services in Fiscal Year 2012 and provided services to 25,395 individuals.

The Division currently has 609 allocated positions. Of these 609 positions, 103 are currently vacant (16.9%). The percentage of currently vacant counselor positions is 33.2%, which is approximately twice the overall vacancy rate for all positions. Of the 609 total positions, it is projected that 40% of vacancies will occur within the next 5 years as employees meet requirements for full retirement benefits.

The Tennessee Division of Rehabilitation Services utilizes a department wide on-line computer system known as Edison for collecting and tracking all personnel actions relative to positions being vacated (resignations, terminations, retirement) as well as tracking personnel data relative to filling vacant positions (new hires, position transfers and/or promotions).

Job Title	Total positions	Current vacancies	Projected vacancies over the next 5 years
ACCOUNTING TECHNICIAN 1	2	0	1
ADMIN ASSISTANT 1	2		1
ADMIN SECRETARY	5	1	2
ADMIN SERVICES ASSISTANT 2	1		1
Admin Services Assistant 3	2		0
ADMIN SERVICES ASSISTANT 5	1		
BLIND SERVICES REHAB CTR MGR	1		0
BUILDING MAINTENANCE WORKER 2	5	0	2
BUILDING MAINTENANCE WORKER 3	1		0
BUSINESS ENT CONSULTANT 2	5	0	2
BUSINESS ENT SPECIALIST	7		3
BUSINESS ENT SUPERVISOR	3		1
CLERK 2	1		0
CUSTODIAL WORKER 2	6	0	2
CUSTODIAL WORKER SUPV 1	1		0
DHS PROGRAM COORDINATOR	7	2	4
DHS PROGRAM DIRECTOR 1	4	2	2
DHS PROGRAM DIRECTOR 2	2		1
DHS PROGRAM DIRECTOR 3	3		0
DHS PROGRAM DIRECTOR 4	1	1	
DHS PROGRAM MANAGER	4		2

DHS PROGRAM SPECIALIST	3	1	1
DHS PROGRAM SUPERVISOR	10	0	4
FACILITIES MANAGER 1	1		0
FIELD SUPERVISOR 1	32	6	13
FIELD SUPERVISOR 2	4	1	2
HEARING IMPAIRED DIRECTOR	1		0
INFO RESOURCE SUPPORT SPEC 5	1		0
LICENSED PRACTICAL NURSE 2	8	1	4
LICENSED PRACTICAL NURSE 3	1	0	0
MASTERS REHABILITATION COUNSELOR	99	32	105
NURSE'S ASSISTANT 2	2	1	1
OCC THERAPY ASSISTANT (CERT)	2		1
OFFICE SUPERVISOR 1	4		2
ORIENTATION & MOBILITY SPEC	1		0
PHYSICAL THERAPIST	1	0	1
PHYSICAL THERAPY TECHNICIAN	1		0
PHYSICIAN	1	1	0
PHYSICIAN-PSYCHIATRIST	1	1	0
PROCUREMENT OFFICER 1	1		0
PSYCHOLOGICAL EXAMINER 1	2		1
PSYCHOLOGIST	2		1
RECREATION THERAPIST 2	6	1	2
RECREATION THERAPIST 3	1		0
REGISTERED NURSE 2	1	1	0
REGISTERED NURSE 3	1		0

REGISTERED NURSE 4	1		0
REHAB ASSISTANT	63	11	25
REHAB ASSISTANT SUP	1		0
REHAB BEHAVIORAL INST 2	9		4
REHAB INSTRUCTOR	1		0
REHAB INSTRUCTOR-BLIND	19	2	8
REHAB SUPERINTENDENT	1	0	0
REHAB TRNG CENTER MANAGER	17		7
SECRETARY	75	7	32
SECURITY CHIEF	2	1	0
SECURITY GUARD 1	2		1
VOC REHAB COUNSELOR 2(see Masters Rehabilitation Counselor above and Personnel Standards below in this Attachment)	163	0	0
VOCATIONAL INSTRUCTOR-PER SPEC	8	0	4

PURPOSE:

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

1. A list of the institutions of higher education in the state that are preparing vocational rehabilitation professionals, by type of program;
2. The number of students enrolled at each of those institutions, broken down by type of program; and
3. The number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

In Tennessee, there are two universities that have Council on Rehabilitation Education (CORE) certified programs offering a master's degree in rehabilitation counseling. One is The University of Tennessee at Knoxville, which is located in the eastern part of the state; and the other is The University of Memphis, located in the western part of the state.

The University of Tennessee at Knoxville (UTK) has an on-campus program with a current enrollment of 12 students. Additionally, five individuals are enrolled in UTK's distance education program, 2 (40%) of whom are employees of the Division. Of the 12 students currently enrolled, 11 (92%) have disabilities and 1 student (8.4%) represents a minority. For the federal fiscal year (10/11 – 9/12), 14 students graduated from the program. All graduates met the academic criteria to sit for the Certified Rehabilitation Counselor (CRC) exam, and 10 obtained the CRC credential

The University of Memphis currently has 26 graduate students in their on-campus program. None (0%) of these students are employed by the Division. Of the 26 on-campus students, 7 have a disability (25%) and 11 represent a minority group (39%). For the federal fiscal year (10/11-9/12), 7 students graduated from the on-campus program. All graduates met the academic criteria to sit for the Certified Rehabilitation Counselor (CRC) exam and four (57%) successfully obtained their CRC credential.

Institutions	Students enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
University of Memphis	26	2	6	7
University of TN – Knoxville	17	2	5	14

Plan for Recruitment, Preparation and Retention of Qualified Personnel

PURPOSE:

Describe the development (updated on an annual basis) and implementation of a plan to address the current and projected needs for qualified personnel including, the Coordination and facilitation of efforts between the designated state unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

Members of the Division's leadership team have quarterly contact with the program administrators at the University of Tennessee and the University of Memphis for the purpose of planning and sharing information relative to personnel development activities. The Rehabilitation Services Training Unit staff also meets or corresponds with University of Tennessee and University of Memphis staff for the purpose of gathering information regarding the number of students enrolled in their respective rehabilitation counselor education programs, as well as the number who graduated from their programs during the past year.

To advance recruitment activities, the Division has dedicated a program specialist position. This program specialist is actively seeking out other masters level programs across the nation; primarily those with RSA funded slots, to increase the number of incumbent staff in masters programs. Other duties of the program specialist include developing/distributing recruiting brochures at job fairs, speaking to graduate level programs to promote state employment in the rehabilitation field and encouraging incumbent staff to take advantage of graduate level training opportunities in rehabilitation counseling distance learning programs. The Division recognizes that recruitment activities are also the responsibility of counseling, supervisory and management level staff across the state with these personnel involved in recruitment activities in their regional and local communities.

The Tennessee Excellence, Accountability and Management (TEAM) Act of 2012 is designed to establish methods for attracting, selecting, retaining and promoting the best applicants and employees based on performance and equal opportunity, free from coercive political influence, and to provide technically competent employees to render impartial service to the public at all times. The TEAM Act will give agencies greater flexibility in personnel management and

increase customer focused effectiveness and efficiency in a best practice environment, and by doing so, will allow the Division to strengthen its efforts to hire and retain top quality counselors.

The Division plans to expand paid internships to graduate students enrolled in a rehabilitation counseling program of study. Additionally, the Division is working to utilize a Graduate Associate program whereby individuals who successfully complete a paid or unpaid internship may enter state employment through a special job classification. The Division continues its policy to recruit staff from minority backgrounds and to recruit individuals with disabilities. Along with the dedicated program specialist, the assistant commissioner designee, supervisors and counselors continue recruitment efforts at historically black colleges and universities as well as institutions of higher education noted for having a high student population of individuals with disabilities. Supervisors and counselors continue to visit high schools and participate in job fairs in an effort to acquaint students with the rehabilitation counselor education programs, especially those available at the University of Tennessee and the University of Memphis.

Counselors continue to counsel and encourage clients who are interested in pursuing post-secondary training, especially clients from minority backgrounds, to consider the profession of vocational rehabilitation counseling. The Rehabilitation Services Training Unit staff continues to work closely with university rehabilitation counselor education program administrators to stress the need for the recruitment of applicants from minority backgrounds and individuals with disabilities into their training programs.

Current incentives for incumbent staff to participate in a Master's degree program include financial assistance with tuition, books, fees, and minimal educational leave. Funding for a pay incentive based upon successful completion of a Master's Degree program was approved in January 2005 for graduates and has been requested and approved for each successive graduate.

The Division continues to explore retention strategies for qualified staff. Exemplary counselors are given priority for attendance at various out-service training events in recognition of their

hard work, dedication and commitment to assisting individuals with disabilities in achieving their employment goals. Additionally, the Division is seeking to reimburse employees for the cost of the initial Certified Rehabilitation Counselor (CRC) examination fee and/or CRC renewal fees.

Personnel Standards

PURPOSE:

Describe the state agency's policies and procedures for the establishment and maintenance of personnel standards to ensure that designated state unit professional and paraprofessional personnel are adequately trained and prepared, including:

1. Standards that are consistent with any national or state-approved or recognized certification, licensing, registration, or, in the absence of these requirements, other comparable requirements (including state personnel requirements) that apply to the profession or discipline in which such personnel are providing vocational rehabilitation services; and
2. To the extent that existing standards are not based on the highest requirements in the state applicable to a particular profession or discipline, the steps the state is currently taking and the steps the State Plans to take in accordance with the written plan to retrain or hire personnel within the designated state unit to meet standards that are based on the highest requirements in the state, including measures to notify designated state unit personnel, institutions of higher education, and other public agencies of these steps and the timelines for taking each step.
 - A. Specific strategies for retraining, recruiting, and hiring personnel;
 - B. The specific time period by which all state unit personnel will meet the standards;
 - C. Procedures for evaluating the designated state unit's progress in hiring or retraining personnel to meet applicable personnel standards within the established time period;

- D. The identification of initial minimum qualifications that the designated state unit will require of newly hired personnel when the state unit is unable to hire new personnel who meet the established personnel standards;
- E. The identification of a plan for training newly hired personnel who do not meet the established standards to meet the applicable standards within the time period established for all state unit personnel to meet the established personnel standards.

The Division continues to use the national standard as defined by the Commission on Rehabilitation Counseling Certification, (CRCC) for counseling staff, which is a Master's degree in rehabilitation counseling or a closely related field. During the past fiscal year, a total of seven incumbent counselors graduated from Masters in Rehabilitation Counseling distance education program at the University of Tennessee at Knoxville.

The Division currently has 16 counseling staff enrolled in graduate level programs in rehabilitation counseling (two at University of Tennessee - Knoxville, one at Auburn University, three at The University of North Texas, six at the University of Kentucky, and four at San Diego State University). Two counselors are currently enrolled in CORE courses at San Diego State University. One counselor is in the process of making application for admission to a full online program at to begin at Auburn University in August.. One member of the Division's counseling staff is expected to complete their graduate program and graduate during this federal fiscal year.

Pursuit of funding sources to support masters in rehabilitation counseling activities continues through reallocation of traditional in-service training monies and utilization of funding received through our Social Security Administration (SSA) reimbursement program. Also, the Division continues to work closely with any college or university to help secure any grant funding made available to help the Division further counselor education.

Currently 61% of the Division's counseling staff have a Master's degree in rehabilitation counseling (or closely related field) or are currently enrolled in a CORE training program. The State's Department of Human Resources has approved the new position of Masters

Rehabilitation Counselor (MRC) to replace the current Vocational Rehabilitation Counselor 2 (VRC2) position. This change was effective April 30, 2013. To qualify for MRC, a person must either be eligible to sit for the Certified Rehabilitation Counselor (CRC) certification examination or possess a Master's degree in field closely related to Rehabilitation Counseling and take the required steps to become eligible to sit for the CRC exam. Personnel currently in the VRC2 position who are eligible to sit for the CRC examination will automatically be reallocated to the MRC position. Personnel currently in the VRC2 position who are not eligible to sit for the CRC examination will remain in the VRC2 position and must meet the CSPD standard by December 31, 2017 to continue in a VR counselor position. All new VR counselor hires after April 30, 2013 must meet the MRC qualifications.

As part of the new department's new Performance and Quality Improvement process, all incumbent counselors will have an individual development plan (IDP). Supervisory/counselor discussions during the IDP meeting will include measures that will be taken by the counselor to meet the state's CSPD standard.

Vocational rehabilitation counselors are being encouraged to take advantage of training being offered by the Division that will enable them to meet the CRC requirements. The State Department of Human Resources has guidelines in place for compensating employees who obtain a nationally recognized professional certification during their employment with the state.

The two main objectives outlined in their policy statement are:

1. To recognize employees who choose to enhance their competencies and service to the state through acquisition of knowledge and skills relevant to the performance of their major professional duties and responsibilities.
2. To provide an incentive to employees who successfully demonstrate acquisition of such competencies by attaining certification from a nationally recognized professional organization.

The intent is to provide both a means of encouraging employees to attain professional competencies and to provide an incentive for those employees to remain in state service. In an effort to assist CRC staff with maintaining this credential, the Division has received approval from the CRCC to provide continuing education credits for qualified training events.

Staff Development

PURPOSE:

Describe the state agency's policies, procedures, and activities to ensure that all personnel employed by the designated state unit receive appropriate and adequate training in terms of:

1. A system of staff development for professionals and paraprofessionals within the designated state unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology; and
2. Procedures for the acquisition and dissemination to designated state unit professionals and paraprofessionals with significant knowledge from research and other sources.

The formation of the new Organizational Performance Management (OPM) division, which supports the entire Human Services Department, is the avenue through which staff development, training, and performance management takes place. This process includes conducting needs assessments, providing both mandatory and elective training opportunities to enhance staff, competencies and skill sets, and evaluating and addressing staff performance. Although the OPM division is in its early stage of development, significant strides have been made toward developing competency-based job plans and corresponding performance evaluations. The development of core competencies for effective service delivery is an integral focus of the rehabilitation services training unit which now operates under the Division of OPM.

Additional data is collected relative to training needs through the following methods:

1. Input from staff in all job classifications compiled into a statewide training needs report
2. State rehabilitation management and administrative staff input
3. State Human Resources Department training division mandates

4. Rehabilitation Services Administration guidelines
5. Recommendations of the State Rehabilitation Council and the Statewide Independent Living Council.

Program case reviews conducted by the Department's Quality Assurance Unit are also utilized to identify strengths and deficiencies among staff and related training needs.

As part of the state's internal Top to Bottom Review process, Division employees, through a series of surveys, focus groups and other correspondence were asked to provide feedback relative to the Division's infrastructure, policies, procedures and practices that were effective / ineffective in service delivery to individuals with significant disabilities. An integral part of the survey was requesting staff input relative to training needs. Outcomes of this internal review yielded the following training related recommendations:

1. Additional human resources to meet statewide need for new and incumbent staff training;
2. More timely delivery of training for new counselors;
3. Expand the new counselor curriculum to be more comprehensive /incorporate more hands-on activities to reinforce knowledge and skill sets;
4. Provide refresher training for incumbent staff relative to the Division's Standard Procedures Directives (SPDs) and other disability related topics; and
5. Additional / follow up training regarding the new online case management system.

As a result of these staff recommendations, the Rehabilitation Services Training Unit, under the new Division of OPM is implementing the following strategies:

1. In addition to the 4 existing trainer positions, two additional staff positions have been allocated. These two new trainer positions will provide: (1) specialized training to counselors working with blind/deaf caseloads; and (2) specialized training to staff working in community rehabilitation training centers. It is projected that these two new positions will be filled in the upcoming months.

2. All new counselors will be expected to participate in the new counselor training within the first 3 months of employment.
3. The previous two one-week training sessions for new counselors has been significantly expanded to a new 11-week curriculum. The new 11-week curriculum is an intensive, hands-on training, utilizing a variety of training modalities to include navigation of the new online case management system, case studies/scenarios, and individual and group discussions. Additionally, PowerPoint presentations, facilitator guides, participant guides, handouts and related materials are being revised to include recent policy revisions and updates.
4. Conduct regional training sessions to review the SPD revisions.
5. OPM has established a training website whereby all training materials will be posted to enable trainers and supervisors to access training modules for disability related training topics.
6. Following implementation of the online case management system, follow up regional training sessions were conducted to further illustrate how to navigate the system and provide answers to staff questions. A new state office position was also added to serve as a resource to field staff in providing guidance in navigating/utilizing the new online case management system. TRIMS is being updated to include forms and processes that are consistent with the recent policy revisions.

As part of the new Performance and Quality Improvement process, focus groups were formed to identify specific training needs relative to each job position/classification. These focus groups laid the foundation for the development of a progressive training curriculum to include standards for measuring performance at three, six and nine month increments during the probationary process. Utilizing this process to identify specific training needs and a subsequent training curriculum relative to each job position/classification has proven to be a more effective means of identifying and addressing training needs than staff surveys conducted in the past.

Below are the top 5 training priorities based on staff and management feedback:

1. Leadership/supervisory training (provided through the New Supervisor Academy (NSA), Effective During the past year all new supervisors have attended a three week New Supervisor Academy session to enhance and develop their leadership skills.
2. Leadership Institute (ELI), Performance Management training and other training related to the Department's new Performance and Quality Improvement process). During the past year all incumbent supervisory staff has completed the one week Effective Leadership Institute. All supervisory staff has completed training on writing S.M.A.R.T job plans and evaluating competency based performance.
3. Caseload management (moving a case through the VR process, critical casework activities such as eligibility determination, plan development, budgeting, etc.). Our recent policy revision was introduced and training was provided in FY 2013.
4. Communication skills/customer service (interviewing skills, effective communication, how to deal with difficult people, cultural diversity)
5. Employment / placement training (including disability disclosure)
6. General on-boarding for new employees (vision/values, people first language, respectful workplace, customer service, ethics, and departmental and division organization). On boarding training has been revised and is being reviewed by DOHR.

The Division continues to provide on-going training and technical assistance regarding the Americans with Disabilities Act to staff and the general public, including business and industry. As part of the on-boarding process, counselors also receive training relative to the Rehabilitation Act of 1973 and subsequent amendments.

The Division continues to contract with technology centers across the state for training and technical assistance in rehabilitation technology services. Rehabilitation technology contracts are in place with the East Tennessee Technology Access Center (Knoxville), Technology Access Center of Middle Tennessee (Nashville), West Tennessee STAR Center (Jackson), Signal Center (Chattanooga), and Mid-South Access Center for Technology (Memphis).

The Divisions employees continue to receive specialized training in assessment and vocational evaluation activities. Through a partnership with the University of Memphis, vocational evaluators receive extensive instruction in the appropriate selection of assessment tools, interviewing skills, evaluation techniques and report writing.

Evaluators complete a competency examination with subsequent training provided based on the individualized needs of each employee. New counselors receive, via a new counselor training program, training relative to assessments, vocational evaluation and interpreting medical and psychological reports to assist them in acquiring skills to identify the specific strengths and weaknesses of individuals with disabilities. Training in the areas of vocational counseling, job placement and other topics relevant to client service delivery continue to be focal areas for the Division.

Division employees are encouraged to participate in web-based training events as offered through the Technical Assistance and Continuing Education (TACE) Center and other disability focused training events as available.

The Division of Organizational and Performance Management (OPM) is currently examining the existing structure of collecting personnel and training data. A new database for collection of personnel, professional, and training data is currently being developed. The new system will provide a more effective way to track and report the staff data for TDRS.

The Division has posted information memoranda on its intranet website to provide staff with an easily accessible means of acquiring information on current research, resources and related activities in the vocational rehabilitation field. Leadership staff also disseminates new information (such as the latest Institute on Rehabilitation Issues publications) through electronic conveyance. Employees, particularly those with specialized job responsibilities, are encouraged to attend conferences, seminars and training workshops relative to their specialty areas. Local, regional and statewide meetings provide an additional avenue for keeping employees informed of new developments in the vocational rehabilitation field.

Personnel to Address Individual Communication Needs**PURPOSE:**

Describe how the designated state unit has personnel or obtains the services of other individuals who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with applicants or eligible individuals.

The Division has policies and procedures to ensure that it includes among its personnel, or has readily available, the services of (1) Individuals able to communicate in the native languages of applicants and eligible individuals who have limited English proficiency through Avaza Language Services; and (2) Individuals able to communicate with applicants or eligible individuals in appropriate modes of communication.

During staff orientation, new counselor training, annual Title VI training and other training activities, Division staff members are informed of specific procedures to be followed to communicate with limited English speaking individuals. Telephonic translation services are available through Avaza Language Services. All regions have received orientation packages to be used to train all of their staff in the use of this service.

The Division continues to recognize its responsibility for employing or obtaining the services of sign language interpreters, which fall within the definition of appropriate modes of communication in (34 CFR § 361.5(b) (5)), to the extent necessary to meet the communication needs of individuals who are Deaf, Blind or Deaf-Blind. The Divisions policy addresses the (1) significance of such services, (2) the selection of service providers, (3) the scheduling and payment for services, and (4) an evaluation process for such services.

Coordination of Personnel Development under the Individuals with Disabilities Education Act (IDEA)**PURPOSE:**

Describe the procedures and activities to coordinate the designated state unit's comprehensive system of personnel development with personnel development under the IDEA.

The Individuals with Disabilities Education Act provides renewed emphasis on the planning for service delivery and collaboration of the various divisions and programs designated to serve children and youth with disabilities.

The Division has an interagency agreement with the Division of Special Education, state Department of Education providing administrative support for a coordinated, collaborative effort of service delivery. The Blind and Visually Impaired Services unit continues an agreement with the Tennessee School for the Blind. Networking of the two divisions relative to transition services has provided a means for coordinating and sharing information regarding personnel development under IDEA. There is ongoing communication between the two divisions and each division has responsibility for providing input into personnel development activities.

An interagency agreement was developed to fulfill the requirements of IDEA. The most recent version of this agreement was signed August 1, 2010. The purpose of this agreement is to identify and define the financial responsibility of each state agency for providing services under IDEA and to facilitate the provision and coordination of services for all children with disabilities. The following state agencies are participating in this agreement: Tennessee Department of Education; Tennessee Department of Children's Services; Tennessee Department of Finance and Administration; Bureau of TennCare; Department of Developmental Services; Tennessee Department of Health; Tennessee Department of Human Services; Tennessee Department of Intellectual and Developmental Disabilities; and Tennessee Department of Correction.

Departmental representatives have formed an informal secondary transition interagency workgroup and hold monthly interagency meetings to identify and address issues relative to transition services, particularly what is happening in transition services and what is lacking (resource mapping). This group assists with planning of the annual Transition Summit, a one-day event that precedes the statewide Department of Special Education conference. The Division also participates on the Post-Secondary Alliance, the Next Steps Advisory Council, the Project Opportunity Advisory Council and the STEP board, a parent teaching organization. STEP has a

secondary transition focus area and holds parent workshops across the state. DRS staff participates in these workshops by making presentations and providing displays of DRS employment services.

The Division continues to recognize the value of the involvement of its State Rehabilitation Council in personnel development activities. It is the policy of the Division to give the Council ongoing review and input on the development of issues associated with the Comprehensive System of Personnel Development. The Council continues to be involved with CSPD issues associated with recruitment and retention of staff, counselor salaries and pay incentives for successful attainment of a Master's degree in rehabilitation, and training for existing staff to obtain a master's degree.

Attachment 4.11(b) Annual Estimates

PURPOSE:

Identify the number of individuals in the state who are eligible for services and identify the number of eligible individuals who will receive services provided with funds under:

1. Part B of Title I;
2. Part B of Title VI;
3. Each priority category, if under an order of selection.

Identify the cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

As of May 3, 2013, 14,645 individuals in the state are eligible for services. Of this number and in compliance with our Order of Selection, 9,708 are receiving services provided with Title I, Part B funds and 959 are receiving services provided with Title VI, Part B funds and with Title I, Part B funds.

For Fiscal Year 2014, it is projected that there will be 8,414 new applicants and that 19,987 individuals in the state will be eligible for services. Of this number, 16,155 will receive services under an IPE provided with Title I, Part B funds and 1,045 will receive services under an IPE provided with Title VI, Part B funds and with Title I, Part B funds. It is estimated that the number of individuals to be served under Title I, Part B and Title VI, Part B under an IPE during Fiscal Year 2014 under each priority category within our Order of Selection will be:

- Priority Category 1 - 10,780 (Includes Title VI, Part B)
- Priority Category 2 - 6,482
- Priority Category 3 - 2,402
- Priority Category 4 - 385

19,987 Total

Note: Estimates for eligible individuals and those who will be provided services under our Order of Selection in Fiscal Year 2013 is based on current trends and has been

increased by expected numbers due to opening Priority Category 2 and due to revised procedures for priority category determination and increased marketing efforts from the Division's Business Services Unit.

It is estimated that the cost of Title I, Part B and Title VI, Part B services for the projected 17,200 individuals who will be eligible for services under an IPE will be approximately \$43,000,000 and that the service cost for each priority category within the Order of Selection for the individuals served will be:

- Priority Category 1 - \$26,796,000 (Includes Title VI, Part B)
- Priority Category 2 - \$16,205,000
- Priority Category 3 - 0
- Priority Category 4 - 0

\$43,000,000 Total

Note: Estimated cost for services is based on the total available funding approved by the State's Department of Finance and Administration for our Delegated Purchase Authority.

Category	Title I or Title VI	Estimated Funds for Services	Estimated Number to be Served Under an IPE	Average and Total Cost of Services
#1 and #2		\$43,000,000	17,200	\$2,500
#1	Title VI Included		10,718	\$26,795,000
#2			6,482	\$16,205,000
#3			0	0
#4			0	0

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Totals			17,200	\$43,000,000
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Attachment 4.11(c)(1) State Goals and Priorities

PURPOSE:

The goals and priorities are based on the comprehensive statewide assessment, on requirements related to the performance standards and indicators, and other state agency data on the information about the state agency. (See section 101(a)(15)(C) of the Act.) This attachment should be updated when there are material changes in the information that require the description to be amended:

1. Identify if the goals and priorities were jointly developed and agreed to by the state VR agency and the State Rehabilitation Council, if the state has a council.
2. Identify if the state VR agency and the State Rehabilitation Council, if the state has such a council, jointly reviewed the goals and priorities and jointly agreed to any revisions.
3. Identify the goals and priorities in carrying out the vocational rehabilitation and supported employment programs.
4. Ensure that the goals and priorities are based on an analysis of the following areas:
 - A. The most recent comprehensive statewide assessment, including any updates;
 - B. The performance of the state on standards and indicators; and
 - C. Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

The goals and priorities of the Division of Rehabilitation Services for Fiscal Year 2014, as developed and agreed to by the Division of Rehabilitation Services staff and the State Rehabilitation Council, are focused around the Division's strategic plan.

The goals and priorities for 2014 are:

Goal 1. Continue Increasing Successful Employment Outcomes

Objective 1.1:

- A. Increase Successful Employment Outcomes by 10% or more over Federal Fiscal Year 2013. With the opening of Priority Category 2 in October 2012, the opportunity exists to reinvigorate historical referral sources. This effort will include development of marketing initiatives for use in local areas for community outreach as well as joint efforts with the Workforce Investment System, Tennessee's Department of Labor and Workforce Development, Department of Economic and Community Development, Department of Intellectual and Developmental Disabilities, Department of Children's Services and Department of Mental Health and Substance Abuse Services. The Division will develop strategies for increasing referrals of transition school to work clients through local education agencies. Special focus will include the identification of any underserved population at the regional level.
- B. Establish a stronger focus on employment related activities including:
- i. Staffing the Agency's Business Services Unit for regional and statewide responsibility for employment activities;
 - ii. Building a comprehensive network of employment resources across the state;
 - iii. Implementing services to employers promoting the value of the Division and the hiring of people with disabilities.
 - iv. Implementing new service provider agreements with Community Rehabilitation Providers and providing training for both VR staff and new vendors.
 - vii. Continuing the current Community Rehabilitation Provider monitoring process to ensure effectiveness and efficiency.
 - v. Work collaboratively with Tennessee's Alliance for Full Participation (AFP) (an alliance of community and state organizations and agencies that works to enhance the employment of individuals with intellectual and developmental

disabilities vi. Continue to work collaboratively with and provide greater technical assistance to the Workforce Investment System. The Division will continue to have counselors co-located in each of the State's Local Workforce Investment Areas' comprehensive career centers and to provide itinerant counselors to serve all satellite career centers.

Objective 1.2:

The Division will monitor expenditures and available funding to determine if there is sufficient funding to schedule releases of Priority Category 3 and 4 cases for services or open Priority Category 3 for services.

Goal 2. Improve Efficiency and Effectiveness in Client Services Delivery System

Objective 2.1:

Meet or exceed the Federal rehabilitation success rate of 55.8% for FY 2014 (Success rate is determined by the number of Status 26 rehabilitated case closures divided by the number of Status 26 plus the number of Status 28 non-rehabilitated Case closures).

Objective 2.2:

Meet or exceed the Federal ratio of the average hourly wage of individuals who achieved competitive employment to the average hourly wage of all employed individuals in the State of 0.520.

Objective 2.3:

Ensure adherence to quality services leading to employment and quality case management practices by:

1. Achieving an 80% or higher satisfaction rating for the vocational rehabilitation program as reported by the consumer satisfaction survey program for successful outcome closures.
2. Continuing with improvements to the Division's electronic case management system (Tennessee Rehabilitation Information and

Management System, TRIMS) to enhance efficiency and accuracy.

Objective 2.4:

Ensure access to VR documents, materials and training for clients and staff:

1. The Division will ensure that all documents and materials are available in alternate formats, as needed and requested.
2. The Division will ensure that timely requests are made when qualified interpreters are needed or requested.

Attachment 4.11(c)(3) Order of Selection

PURPOSE:

Identify the order to be followed in selecting eligible individuals to be provided vocational rehabilitation services.

1. Identify the justification for the order.
2. Identify the service and outcome goals.
3. Identify the time within which these goals may be achieved for individuals in each priority category within the order.
4. Describe how individuals with the most significant disabilities are selected for services before all other individuals with disabilities.

Justification for order of selection

The Division's Order of Selection is developed in accordance with 34 CFR § 361.36 of the final regulations. The Order of Selection has four priority categories as defined below in this section.

On August 1, 2001, the Division implemented an Order of Selection due to funding limitations that would not allow the Division to provide services under an IPE to all eligible individuals. Only Priority Category 1 cases (eligible individuals who have the most significant disabilities) were served until 2009.

From 2009 until October 2012 there were numerous releases of Priority Category 2 and 3 cases. Beginning October 1, 2012, the Division opened Priority Category 2 for services. The Division is now serving all Priority Category 1 and 2 cases.

The Division's funds and resources remain inadequate to serve individuals in all four priority categories. The State appropriation match has decreased slightly from \$9,735,100 for FY 2013 to \$9,409,500 for FY 2014. The Federal base has decreased from \$65,912,937 for FY 2013 to \$62,243,714 for FY 2014. The Division expects to have approximately \$76,108,000 to spend for assessments for new cases, planned services for existing and new cases and administration of the program. Program administration costs are expected to be \$31,557,800. Operational costs are

expected to be \$44,550,200. Assessment services for an expected 8,414 new applicants are expected to cost \$2,103,500. This leaves \$42,446,700 available for planned services for existing and new cases.

The Division expects to serve 17,202 existing and new Priority Category 1 and 2 cases in 2014. Of this number, the Division expects to provide services for 10,718 Priority Category 1 cases and 6,482 Priority Category 2 cases.

With \$42,446,700 available for planned services for existing and new cases and an expected average cost of services per case of \$2,500, the Division will require \$43,000,000 to provide services for Priority Category 1 and 2 cases. The increase in costs of new cases provided planned services is expected to substantially decrease the amount of funds carried forward and close the gap between expenditures and available funding. The Division will monitor actual expenditures and available funding to determine if there is sufficient funding to schedule releases of Priority Category 3 and 4 cases for services or open all Priority Category 3 cases for services.

Therefore, continuation of the Order of Selection mandated by the Rehabilitation Act of 1973, as amended, to determine which eligible individuals will be served under an IPE is still warranted.

The Division monitors services and expenditures on a continuous basis, allowing the Division to manage available funds to assure sustainability of services for cases placed in an open priority category and receiving services under an Individualized Plan for Employment (IPE).

Additionally, adequate funds will continue to be conserved to provide assessment services for all applicants expected to apply throughout the year to determine eligibility and to provide services for those eligible individuals in an open priority category within the Order of Selection.

Description of Priority categories

PRIORITY CATEGORY I -- Eligible individuals who have the most significant disabilities

PRIORITY CATEGORY II -- Eligible individuals who have significant disabilities

PRIORITY CATEGORY III -- Eligible individuals who do not have significant disabilities and whose vocational rehabilitation is expected to require multiple vocational rehabilitation services

PRIORITY CATEGORY IV -- Eligible individuals who do not have a significant disability that cannot be classified into a higher priority category

Definitions

"Most Significant Disability" means the individual meets the criteria for having a significant disability but has a physical or mental impairment that seriously limits two or more functional capacities in terms of an employment outcome.

"Significant Disability" means the individual meets the three following criteria:

1. The individual has a severe physical, sensory or mental impairment which seriously limits at least one functional capacity (such as visual/mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; and
2. The individual has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, deaf /blind, head injury, heart disease, hemiplegic, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia and other spinal cord conditions, sickle cell anemia, specific learning disability, and end-stage renal disease; or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility, and vocational rehabilitation needs to cause comparable substantial functional limitation; and
3. The individual's vocational rehabilitation program can be expected to require multiple vocational rehabilitation services over an extended period of time.

"Non-Significant Disability" means the individual does not meet the criteria for significant disability or the criteria for most significant disability.

“Multiple Vocational Rehabilitation Services” mean two or more major vocational rehabilitation services, i.e. physical or mental restoration, training, counseling, guidance and placement. Excluded are support services such as transportation, maintenance, and the routine counseling and guidance that should take place in every case.

"Extended Period of Time" means 6 months from the date services begin until the employment objective is achieved.

Service and outcome goals and the time within which the goals will be achieved for individuals in each priority category within the order

The Order of Selection priority categories outcome and service goals and time frames are as follows:

1. **PRIORITY CATEGORY I -- Eligible individuals who have the most significant disabilities**
 - A. Outcome and Service Goal: Expect to determine eligibility for 3,004 new individuals in this priority category; serve 10,718; and close 1,350 successfully employed.
 - B. Goal will be achieved by September 30, 2014.
2. **PRIORITY CATEGORY II -- Eligible individuals who have significant disabilities**
 - A. Outcome and Service Goal: Expect to determine eligibility for 1,814 new individuals in this priority category; serve 6,482; and close 1,150 successfully employed.
 - B. Goal will be achieved by September 30, 2014.
3. **PRIORITY CATEGORY III -- Eligible individuals who do not have significant disabilities and whose vocational rehabilitation is expected to require multiple vocational rehabilitation services**

A. Outcome and Service Goal: Expect to determine eligibility for 680 new individuals in this priority category and have 2,077 on the waiting list.

B. Goal will be achieved by September 30, 2014.

4. PRIORITY CATEGORY IV -- Eligible individuals who do not have a significant disability that cannot be classified into a higher priority category

A. Outcome and Service Goal: Expect to determine eligibility for 113 new individuals in this priority category and have 378 on the waiting list.

B. Goal will be achieved by September 30, 2014.

Cases	Estimated Number of individuals to be served	Estimated number of individuals who will exit with employment after receiving services	Estimated number of individuals who will exit without employment after receiving services	Time within which goals are to be achieved	Cost of services
New	8,414				\$2,103,500 Assessments
PC 1	10,718	1080		Sept. 30, 2014	\$26,795,000
PC 2	6,482	920		Sept. 30, 2014	\$16,205,000
PC 3	680 eligibility and PC determination	0		Sept. 30, 2014	\$170,000 Assessments
PC 4	113 eligibility and PC determination	0		Sept. 30, 2014	\$28,250 Assessments

How individuals with the most significant disabilities are selected for services before all other individuals with disabilities

The Division is currently serving Priority Category 1 and 2 cases. If the Division cannot continue to serve all Priority Category 1 and 2 cases, then Priority Category 1 cases will continue to be

served and services for Priority Category 2 cases will be provided based on the date of application for services. If the Division cannot continue to serve all Priority Category 1 cases, services will be provided based on the date of application for services.

Should the Division have funding resources to open Priority Category 3, but not be able to provide services to all cases in that category therefore services will be provided based on the date of application for services.

Individuals who are determined to be in a closed priority category are referred to other appropriate agencies for services.

Attachment 4.11(c)(4) Goals and Plans for Distribution of Title VI, Part B Funds

PURPOSE:

Specify the state's goals and priorities with respect to the distribution of funds received under section 622 of the Act for the provision of supported employment services.

The Division continues to provide supported employment services to eligible clients with the most significant disabilities who have been determined to require on-going support (extended) services in order to maintain employment.

Supported employment services are funded through Title VI, Part B funds. As Title VI, Part B funds are depleted, the continuance of the Division's supported employment services is made possible through Title I, Part B funds. The Division anticipates spending in excess of 1.2 million dollars of Title I, Part B funds in addition to its Title VI, Part B funding allotment (projected to be approximately \$470,000 in Fiscal Year 2014).

It is the continued goal of the Division to provide quality supported employment services which are delivered in an effective, efficient and timely manner. Supported employment services are provided through Letters of Understanding with community rehabilitation providers, and in cooperation with the Department of Intellectual and Developmental Disabilities and the Department of Mental Health and Substance Abuse Services. The community rehabilitation providers must assure that on-going support (extended) services will be provided prior to the implementation of supported employment services or will be developed as natural supports during training. The Division has an excellent supported employment program along with training and support activities to ensure the continued provision of quality supported employment services. These programs are ongoing and are not subject to a specific timeline. Prime examples of these ongoing activities are:

1. Through contract with the University of Tennessee, Center for Literacy, Education and Employment (CLEE) the Division funds three supported employment consultants who are charged with the responsibility of working with our many supported

- employment community rehabilitation providers in providing training and technical assistance to the staff who provide services to our clients. These same consultants also work with the Division staff on an as needed basis to provide technical assistance.
2. The Division also involves the regional supervisory staff and quality improvement unit in the monitoring of and consultation to the community rehabilitation providers to ensure appropriate services are being provided to our clients.
 3. The Division plans to continue the funding of the UT CLEE SE consultants activities as well as continue the provision of in-house monitoring of the services provided to the Division's clients by the SE community rehabilitation providers.

The Division will continue to seek community rehabilitation providers to provide supported employment services to under-served disability groups with the most significant disabilities who, because of their disability, have not been able to enter traditional competitive employment or whose employment is intermittent or interrupted due to a most significant disability.

The Division expects to continue increasing employment opportunities for those individuals eligible for supported employment with co-occurring disorders of mental illness and alcohol and drug abuse by expanding more effective partnerships with mental health entities that work with this population and implementing improved services. The Division has a Central Office field liaison who works with mental health entities and the Division's staff statewide in developing such partnerships where needed and who provides training and technical assistance to the mental health community rehabilitation providers and our staff.

The Division has a Central Office field liaison who works with service providers statewide that provides supported employment and extended services for individuals with intellectual and developmental disabilities to assist with technical assistance and staff training.

The Division expects to serve in excess of 520 clients through the supported employment program during the Fiscal Year 2014 and achieve successful employment outcomes for 290 clients.

Attachment 4.11(e)(2) Evaluation and Reports of Progress

Vocational Rehabilitation (VR) and Supported Employment (SE) Goals

PURPOSE:

Clearly identify all VR program goals consistent with the goals described in the FY 2012 Attachment 4.11(c)(1), including an evaluation of the extent to which the VR program goals were achieved.

1. Identify the strategies that contributed to the achievement of the goals.
2. Provide a description of the factors that impeded the achievement of the goals and priorities.

The goals and priorities of the Division of Rehabilitation Services for Fiscal Year 2012, as developed and agreed to by the Division of Rehabilitation Services staff and the State Rehabilitation Council, are:

Goal 1. Increase Successful Employment Outcomes

Objective 1.1

- a. Increase Successful Employment Outcomes by 10% or more over Federal Fiscal Year 2012 Increase Priority Category 1 and 2 referrals by 10% or more over federal fiscal year 2011.

Achievement- In FFY 2011 Employment Outcomes were 1734. In FFY2012 Employment Outcomes were 1906. This is a 9.45% increase, missing the goal by one half of a percentage point which equates to one successful closure.

Total referrals for FFY 2011 were 7590. Total referrals for FFY 2012 were 7629. This is a .51% increase. The Agency is working on marketing and other efforts to increase referrals.

- b. Provide caseload carrying and employment counselors with targeted training on career planning/exploration including how to implement through the counseling and guidance process.

Achievement- The training surrounding career planning/exploration for all staff is a part of the training plan for next fiscal year.

Objective 1.2:

- a. Open Priority Category 2 by September 30, 2012

Achievement – Priority Category 2 was opened and all cases that were in PC 2 were released from the waiting list on September 30, 2012.

Goal 2. Improve Efficiency and Effectiveness in Client Services Delivery System

Objective 2.1: To Increase the Rehabilitation Rate (Success Rate) to 55.8% for FY 2012 (Success rate is determined by the number of Status 26 (Rehabilitated Cases) divided by the number of Status 26 plus the number of Status 28 (Non-Rehabilitated Cases)

Achievement – The Division did not achieve this goal. The rate was 46.2%.

Objective 2.2: To Adhere to Quality Standards

- a. Achieve a 96% or higher satisfaction rating for the vocational rehabilitation program as reported by the consumer satisfaction survey program for successful outcome closures.

Achievement- The satisfaction rating achieved was 86%. This is a high satisfaction rating.

- b. Continue with implementation of the Division's new electronic case management system (TRIMS) utilizing input from agency staff and vendors.

Achievement- The Agency continues to implement the Case Management system and make improvements as needed.

Objective 2.3: To Implement a New Organizational Development System to Ensure that

Staff Obtain and Maintain Core Competencies

- a. Build a comprehensive staff development program to include measures of current competencies and goals to be reached by all staff. While including all staff, the effort will focus on those staff providing service delivery, including:
 - Caseload carrying counselors,
 - Employment Counselors,
 - Vocational Evaluators, and
 - Rehabilitation Assistants

Achievement- DHS developed a new Division, The Office of Learning and Program Development (OLPD). Within this Division, there are staff members that are assigned directly to the Division of Rehabilitation Services. Training is being developed.

- b. Implement supervisory training for new and existing supervisors focusing on supervisory skills, employment, caseload management, and critical thinking skills.

Achievement- All Regional Supervisors, Front Line Managers and TRC Managers participated in a supervisory training in June 2012. This training focused on supervisory skills, employment, caseload management, and critical thinking skills.

- c. Provide training opportunities to educate rehabilitation staff concerning ongoing and emerging disability issues including Traumatic Brain Injury, Autism Spectrum Disorder, and Psychiatric Disorders, Serving the Deaf/Hard of Hearing and Blind/Visually Impaired, Deaf Blind and Medical Aspects of Disabilities.

Achievement- The Division and OLPD are planning to concentrate on these topics.

- d. The Tennessee Technology Access Program Executive Director and his partners will continue their staff training and consultation to ensure staff appropriately considers technology options.

Achievement- This training continues and OLPD is working with the Executive Director to include this training in new counselor training.

Objective 2.4: To improve access to VR material for clients and staff.

- a. The Division will ensure all materials are available in alternate formats as needed.

Achievement- the Division always ensures that materials are available in alternate formats. This information is always made available.

- b. The Division will make timely requests for qualified interpreters; including qualified mobility and interpreter for Deaf Blind as needed and requested.

Achievement- The Division makes requests for interpreters as soon as possible.

Attachment 4.11(d) State's Strategies

PURPOSE:

This attachment should include required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the vocational rehabilitation and the supported employment programs. See sections 101(a)(15)(D) and (18)(B) of the Act and Section 427 of the General Education Provisions Act (GEPA):

1. Describe the methods to be used to expand and improve services to individuals with disabilities.
2. Identify how a broad range of assistive technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process.
3. Describe how assistive technology services and devices will be provided to individuals with disabilities on a statewide basis.
4. Identify what outreach procedures will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities.
5. Identify what outreach procedures will be used to identify and serve individuals with disabilities who have not been served or underserved by the VR program.
6. Identify plans for establishing, developing, or improving community rehabilitation programs, if applicable.
7. Describe strategies to improve the performance with respect to the evaluation standards and performance indicators.
8. Describe strategies for assisting other components of the statewide workforce investment system in assisting individuals with disabilities.
9. Describe how the agency's strategies will be used to:
 - achieve the goals and priorities identified in Attachment 4.11(c)(1);
 - support innovation and expansion activities; and
 - overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the state Vocational Rehabilitation Services Program and the state Supported Employment Services Program.

The state plan shall include an assurance that the state will reserve and use a portion of the funds allotted to the state under Section 110 for the development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities, particularly individuals with the most significant disabilities, consistent with the findings of our statewide needs assessment and our goals and priorities.

Funds will be utilized in Fiscal Year 2013 for addressing the following priorities that continue to be identified in our needs assessment as they relate to individuals with the most significant disabilities, including those who need supported employment services; individuals with disabilities who are minorities; individuals with disabilities who have been un-served or underserved by the vocational rehabilitation program; and individuals with disabilities served through other components of the statewide workforce investment system and personnel assisting those individuals through the components of the system: Education and Training; Employment Opportunities; Information; Support Services; and Counseling and Guidance.

In addition, as the Division continues to regularly release Priority Category 2 cases from the Order of Selection waiting list, more individuals with significant disabilities are able to access vocational rehabilitation services. It is anticipated this activity will lead to improvement in the number of individuals with significant disabilities reaching successful rehabilitation outcome statuses by:

1. Continuing the practice of ensuring the availability of appropriate training activities and resources to meet the individualized needs of clients by seeking out and developing partnerships with other private and public entities to provide specialized education and training activities, to include those that can be provided through self-employment, on-the-job-training by employers, and customized employment.
2. Continuing the development and expansion of statewide employer relationships that focus on inclusion of employees with disabilities in the workforce and the value of hiring people with disabilities.

3. Continuing to support expansion of supported employment services by actively seeking out, training, and monitoring community rehabilitation providers, especially in the more rural areas, that are willing to provide supported employment services to vocational rehabilitation clients with the most significant disabilities; and by fostering partnerships with DIDD and the ARCs of Tennessee to implement employment network projects with community rehabilitation providers.
4. Continue to increase employment opportunities for clients through development, training, and monitoring of community rehabilitation providers providing job coach pools and employment services; continuation of an on-the-job training initiative; partnering with Disability Employment Partners; targeted marketing and education services to employers; and the provision of additional technical support and expertise to Division staff and clients in the areas of technology, ongoing and emerging disability issues, and supported employment issues.
5. Continuing to support expansion of Transition School-to-Work services by continuing to work with Local Education Agencies (LEA's) in the maintenance of existing partnerships and the creation of additional partnerships to provide vocational rehabilitation services targeted specifically to that LEA's school system; continuing to work with and educate school personnel on the mission and scope of the Division in order to maximize services from both entities to better serve our mutual clientele to include appropriate qualified interpreters/accommodations for students that are in LEA/School to Work programs.
6. Continuing improvement in the service delivery of the Division's 17 community rehabilitation centers and the comprehensive rehabilitation center at Smyrna geared directly toward providing services leading to successful employment of individuals with the most significant disabilities. Pursue the development of additional service delivery entities in metropolitan and rural markets for services including vocational evaluation, personal and work adjustment, job development, job placement, and job coaching.
7. Continuing support of vocational rehabilitation counselor development by providing opportunities for vocational rehabilitation counselors to obtain Masters Degrees in

- rehabilitation counseling. The Division will pursue all available RSA slots for master's level training available to the Division through outreach and research. The Division will continue utilization of recruiter staff for recruiting vocational rehabilitation counselors who have a Masters Degree in Rehabilitation Counseling. Finally, the Division will continue financial support of counselors seeking master's degrees.
8. Developing and implementing a comprehensive staff development program based on core competencies for each role. Utilize partnerships through the TACE and university programs.
 9. Continuing to provide training, via internal and external avenues, to vocational rehabilitation counselors, supervision, and staff to reinforce and encourage the Division's goals and priorities.
 10. Continuing to implement a marketing/outreach plan that targets and reaches unserved or underserved populations to include all minorities, such as Spanish-speaking clients and clients with traumatic brain injury, autism, deaf-blindness, and mental illness; targets individuals with disabilities who meet our Order of Selection Priority Category 1 and 2 classifications; and targets SSA beneficiaries seeking employment.
 11. Continuing to support the Workforce Investment System by continuing to co-locate vocational rehabilitation counselors in each of the major Workforce Investment Act Service delivery area career centers and ensuring that all career center satellites also have vocational rehabilitation counselors assigned to visit their centers on a regular basis to work with individuals with disabilities that visit each center.
 12. Providing cross training to the career center staff in regard to meeting the needs of individuals with disabilities. Continue to provide consultation on career center accessibility and accommodation needs in regard to the accessibility needs in the building(s) and accommodations in terms of appropriate technology needed to serve individuals with the most significant disabilities. Continue to partner with the WIA career centers in employment initiatives such as the summer youth employment project.

13. Continuing to support the Ticket to Work and Self-Sufficiency Program and use of other Social Security work incentives that benefit clients by continuing contract with the Benefits to Work Company. This company provides Social Security benefits counseling to clients before and after the Individualized Plan for Employment process. The agency will also continue to promote the most effective use of Ticket to Work Employment Network programs for the Division and our partners.
14. Continuing training for counselors, evaluators and related vocational rehabilitation staff on how effective rehabilitation technology options lead to successful employment outcomes.
15. Continuing support of the State Rehabilitation Council. Council members will be reimbursed for reasonable and necessary expenses for attending Council meetings and performing Council duties (including child care, - personal assistance services and qualified interpreters).
16. Continuing support of the Statewide Independent Living Council. Council members will be reimbursed for reasonable and necessary expenses for attending Council meetings and performing Council duties (including child care, personal assistance services and qualified interpreters).
17. Continuing to submit to the Commissioner an annual report of how funds are utilized relative to innovation and expansion activities.
18. Continuing to provide a coordinated, comprehensive and statewide assistive technology delivery system through a network of contracted assistive technology centers. Each of these five centers, strategically located in Memphis, Jackson, Nashville, Chattanooga and Knoxville ensure access to clients from all 95 counties in Tennessee regardless of location. The centers diverse staff includes: Rehabilitation Engineers, Speech and Language Pathologists, Assistive Technologists, Orientation and Mobility Specialists, Therapists and other professionals and provide clients with evaluation, training, device fabrication and follow up services. By providing clients with access to this highly trained and skilled resource, and by purchasing the required devices, clients have the tools that they need throughout their rehabilitation program to assist them in realizing their IPE goals.

19. Continue implementation of the electronic case management system (TRIMS) utilizing input from agency staff and vendors to enhance the Division's technological infrastructure and client service capabilities.

Attachment 6.3 Quality, Scope, and Extent of Supported Employment Services

PURPOSE:

Describe quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities

Describe the timing of the transition to extended services

The Division continues to provide supported employment services to eligible clients with the most significant disabilities who have been determined to require supported employment services, in accordance with 34 CFR § 361 and 363, in order to obtain and maintain employment.

Supported employment services are funded through Title VI, Part B funds (projected to be approximately \$470,000 for FY 2014). The Division anticipates spending in excess of 1.2 million dollars of Title I, Part B funds for supported employment services to supplement the funding received under Title VI, Part B.

It is the continued goal of the Division to provide quality supported employment services which are delivered in an effective, efficient and timely manner. Supported employment services are provided through Letters of Understanding with community rehabilitation providers and in cooperation with both the Department of Intellectual and Developmental Disabilities and the Department of Mental Health and Substance Abuse Services. The community rehabilitation providers must assure that on-going support services will be available prior to the provision of supported employment services or will be developed as natural supports during training.

The Division coordinates with other state agencies and the community rehabilitation providers to transition clients receiving supported employment services to extended services. An individual is moved to extended services when the client has reached a point where he/she has achieved maximum performance on the job; has achieved minimum necessary supports on the job; the job is not in jeopardy of ending; and individual is maintaining work performance which is acceptable to employer and client. The Tennessee Employment Consortium, an independent association of

community rehabilitation providers developed jointly by the Division, the Department of Intellectual and Developmental Disabilities, and the Department of Mental Health and Substance Abuse Services, continues to study transitioning from services provided by the Division to services provided by the Department of Intellectual and Developmental Disabilities to develop best practices for transition of services. The Division is working with the University of Tennessee, Center for Literacy, Education and Employment to develop training for CRPs on how to develop natural supports to address extended services where funding is not available from another Agency.

The Division will continue to contract for services from the University of Tennessee's Center for Literacy, Education and Employment (CLEE). These programs will provide continuing technical assistance and training to the Division's staff and contracted community rehabilitation providers to assure competency and compliance.

The UT-CLEE program continues to conduct various studies of the components of the Supported Employment program and make recommendations for the improvements based upon these studies.

The number of supported employment providers has decreased over the past year from 92 to 76 supported employment CRPs. While the number of CRPs remains adequate to serve the Division's decreasing number of supported employment clients, there remains a shortage of CRPs able to provide supported employment services in more rural areas of the state. The Division will continue to enter into supported employment agreements with appropriate state agencies, as well as Letters of Understanding with private and/or non-profit agencies which have the capabilities of providing quality service delivery and extended services in multiple counties. The Division will assertively seek those agencies that will provide supported employment services to persons being transitioned from institutional settings to the community and to work in competitive, integrated employment settings. The Division will also be studying in-house capabilities to provide supported employment services in more rural areas of the state utilizing

the Division's facilities programs. This will include staff training to develop natural supports for extended services.

The Division will continue to seek community rehabilitation providers to provide supported employment services to under-served disability groups with the most significant disabilities.

The Division expects to serve in excess of 520 clients through the supported employment program during the Fiscal Year 2014 and achieve successful employment outcomes for 290 clients.